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ABSTRACT

This conference report contains introductory papers to specific problems with edited reports of the ensuing discussion. Papers focus on the preparation of teachers of adults in foreign languages and in English as a second language; technology in teacher training; specialized training for teachers of immigrant children; the role of linguistics in teacher training; and inservice courses. Appendixes include a review of current research in England, a selective bibliography, and a list of conference members. (RL)

CILT Reports and Papers 3

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Aspects of the Preparation of Language Teachers

Abridged proceedings of a conference
held at State House, London WC1R 4TN
on 23rd and 24th February 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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May, 1970
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Introductory Note

The following report arose from a conference convened by CILT at the request of the Committee on Research and Development in Modern Languages. The topics chosen were those which the Committee felt were of particular concern to its work at present, and represent only limited aspects of the wide subject of teacher preparation. The conference, like others convened by CILT, had a double purpose: to make expert opinion more widely available to language teachers of all kinds and to indicate possible subjects for further investigation and research.

The participants were invited on the basis of their interest in and knowledge of the topics dealt with. Although their discussions were primarily about the content of training courses, inevitably some of their findings have administrative implications which may be of interest to the authorities concerned. The views expressed in the paper are of course those of their authors and not necessarily those of CRDML or CILT.

Each chapter contains an introductory paper which is followed by an edited report of the ensuing discussion. Appendix 1, prepared by the Research Information Officer at CILT, summarizes current research in Great Britain which is relevant to the conference topics. Appendix 2 is a select bibliography; Appendix 3 lists the members of the conference.

G. E. Perren
Director,
Centre for Information
on Language Teaching

CHAPTER 1

The preparation of teachers of adults: foreign languages

D. C. OAKLEY

Quantity and Quality

'The European Ministers of Education at their conferences in 1961 and 1962 urged the greatest possible extension of modern language teaching to children and to adults, for which purpose they recognised the necessity of providing courses to permit serving teachers to add a modern language to their teaching subjects. They stressed the importance of giving future teachers a proper training in methodology and of enabling all language teachers to have reasonable spells of residence abroad; and they agreed to promote the in-service training of qualified teachers of modern languages through courses at which the teachers would be introduced to the results of recent research and to new methods of teaching modern languages.'

'No matter what improvements are made in equipment and materials for language work, it is on the teacher that we must in the last resort rely for ensuring that our pupils in schools and students in colleges obtain a good command of modern languages. With the new equipment the task of the teacher has changed in some important particulars and the process of change is likely to continue, perhaps even more rapidly in the next decade. In these circumstances we can no longer regard training for teaching as something to be completed before entry to the profession. It must be conceived as an operation spanning the whole of the teacher's career. Initial training . . . will continue to be essential preparation but it must be followed up by regular in-service training . . . short courses aimed at keeping him up to date with latest developments in linguistic thought and available materials and aids . . . visits to countries whose languages he teaches. The language teacher who purveys out of date information does a disservice to his students and the community at large.'

(D. C. Riddy—*presidential address to the M.L.A. annual conference, January 1968*)

Arising from these points are a number of considerations. The extension of modern language teaching means that some estimate of the size of the teaching force required both now and in the future must be made. This presupposes making an analysis of the composition of the teaching force required according

to the variety of tasks which it may have to perform. Specifically here we need to consider the recruitment and professional preparation of teachers of adults: whether there is any declared policy in this field and what any specific requirements of their training may be, whether it be full-time, part-time, pre-service, in-service, elementary or advanced.

Colleges of Education (Technical) and the preparation of teachers for work in further education

In 1946 the first college specialising in this field opened at Bolton with an intake of ninety-eight students. Two other colleges were opened subsequently, in London in 1946 and in Huddersfield in 1947.

The government's policy for expanding technical education, announced in 1956, spotlighted the importance of recruiting suitably qualified teachers. In 1957 the Willis Jackson Report[1] dealing with the supply and training of full-time and part-time teachers for technical colleges recommended provision of new buildings for existing colleges, the establishment of a fourth college in the Midlands and an immediate increase in the number of places in colleges from 300 to 500 and subsequently to 700—and the establishment of a residential staff college. All these recommendations have been implemented.

In March 1966, after almost another ten years of evolution, crises, and expansion had passed, the report of the standing sub-committee on teachers for further education of the National Advisory Council on the Training and Supply of Teachers was published. There was hope at last that compulsory training for teachers in further education was to be introduced—albeit for new entrants, i.e. for assistant lecturers 'A' and 'B'. However, there was an immediate rejection by the then Minister of this recommendation. Arguments for the action taken were made known in Circular 21/66 and only little solace was found in Circular 7/66. Consequently recent development of technical teacher training has been restricted and limited.

However, the colleges have met requests to establish extra-mural centres and introduce various types of course leading to recognised teaching qualifications. Much emphasis has been put upon the provision of in-service courses (four-term sandwich and day-release) both in the colleges and in their out-stations in technical colleges. It is noteworthy that some 30 per cent of all students under-

[1] *The supply and training of teachers for technical colleges*, Report of a special committee appointed by the Minister of Education, September 1956, HMSO, 1957

taking initial professional preparation in colleges of education (technical) in 1967 were on such in-service courses.

The general aims of technical teacher training are to develop individual personality, to sow the seeds of a personal philosophy of education, to establish an understanding of the British educational system, and to develop efficiency in teaching. The emphasis is on the development of personality and not simply on the acquisition of techniques, important though these are.

As the colleges do not accept applicants with less than stipulated minimum qualifications, it is not their function to provide training in technical or vocational skill. In many respects, the courses are comparable with those in university departments of education in concentrating on pedagogics.

Flexible time-tabling caters for the different categories of students and allows for progressive development of the course. Methods used include lectures, demonstrations, tutorials, seminars, teaching practice, written work assignments, visits to schools, colleges and other educational institutions, and to factories, offices and other places of interest at home and abroad. An increasing amount of time is given to tutorials and directed private study.

In broad outline the content of the one-year full-time pre-service initial training course is as follows :

(a) Educational Studies

Philosophical	Sociological
Psychological	Development of Technical Education

(b) Method Studies
General
Special—e.g. Modern Languages

(c) Teaching Practice
3 weeks (autumn term) + 8 weeks (spring term) = 11 weeks in all in a technical college

The in-service initial training course has similar content and scope but is adjusted to the needs of teachers who have already acquired a certain amount—and in some cases a substantial amount—of teaching experience.

Proposals for investigation

Among the subjects requiring further investigation and possible policy decisions in the general field of preparing teachers of adults are : the induction of new staff; the training of older established (but untrained) staff; the relative

effectiveness of in-service and pre-service courses; training courses appropriate for part-time staff; courses to up-date teachers in recent techniques and developments; the place of advanced training courses.

Discussion

There was no disagreement about the need for training. Against the statement that 60 per cent of the teachers of foreign languages in further education (F.E.) were untrained this was obvious. Equally obvious was the conclusion that full-time training was preferable to part-time, but it was realised that, apart from the cadre of full-time teachers responsible for individual languages, it was probably unrealistic to expect full-time training; indeed in-service training might in many respects be preferable for the main body of language teachers in further education. However, the possible re-casting of the tertiary phase of education could have an impact on this position.

What is then available in terms of training other than the full-time courses described in the paper? The one-term sandwich courses are clearly the next best alternative and these can be run in conjunction with the full-time course at the national colleges if LEAs will release their teachers. Short intensive courses including a simple review of linguistic theory to help teachers to establish priorities would be of help.

Many of the part-time teachers of foreign languages in F.E. are native speakers and here the conference saw particular problems. Firstly, they tend to teach an artificial version of their native tongue often rooted in their own occupations or preoccupations; alternatively they may present a stylised version of what they think the student ought to learn. In simple terms there is the danger of the foreigner not knowing enough of the real nature of his own language unless he is trained to consider it with fresh eyes and ears. For him short training courses ought to include an appreciation of the normative grammar of his own language, a description of its phonology (in terms appropriate for its presentation to English-speaking students) and clear instruction on the making and editing of taped materials.

The fact that many language teachers in F.E. institutions are part-time presupposes that they have other occupations (often with comparatively short holiday periods) which makes attendance at a course organised outside their area almost an impossibility. Clearly then in-service training for them must be on an area basis and it was agreed that LEAs should be encouraged to consider this

problem as it affects their areas. Such consideration tends to be more effective when the LEA employs a Language Adviser.

Where teachers can attend short courses arranged nationally, greater use could be made of the facility allowed to LEAs under circular 7/66 whereby grants can be made to untrained teachers to attend courses. Also, it was stressed that LEAs could do much to improve the service by ensuring that training courses were widely known, particularly among part-time teachers in F.E., and that grants for attendance at such courses should be generally available.

Throughout the discussion there was emphasis on the need for both the trained teacher and the trainers of teachers to be up-to-date in current thought about language. They should be well-informed about recent theoretical work although they need not be expected to adopt particular doctrines irrevocably.

CHAPTER 2

The preparation of teachers of adults: English as a second language

H. B. BENDING

For convenience the teacher-trainer is referred to below as 'T_1', the teacher-in-training as 'T_2' and the adult learner as 'the student'.

The title of this paper implies that there is an essential difference between teaching a language to adults and teaching it to children. It is doubtful whether this difference extends to basic methodology. The essential difference arises more from the special aims and motivation of adults which make it possible to tailor material, rather than methods, to their special needs. Material for adults may, of course, be more steeply graded than for the school learner.

The topic is extremely broad and there are many variables; for example, the length of the proposed course of training, whether T_2 has been previously trained as a teacher, whether T_2 has taught another discipline—the transfer from teaching English literature to teaching English language is not always easy —whether the students are likely to require one skill more than others and, most important of all, whether T_2 is a native speaker of English or not. A further important factor is the geographical location of the training institution : whether it is in Britain, on the Continent, or further afield. This last point is relevant to the important distinction which must be made between teaching English as a *foreign* language as opposed to teaching English as a *second* language. In Africa and Asia many institutions are required to prepare teachers for the teaching of English as a *second* and often official language. This may involve the teaching of a regional variety of English and also impose local limitations on the cultural content of course material. Furthermore, in those territories where English is used as the medium of instruction in primary schools, a heavy duty to undertake remedial teaching in English is placed on the teacher-training colleges. The function of these institutions is markedly different from establishments in Europe which teach English to foreign students.

The linguistic position of immigrants in Britain is a special one because although they may be taught by foreign language teaching techniques, their target is likely to be a close approximation to a mother tongue control of English—a goal often achieved by second generation immigrants with the aid of the school system. Wage earning immigrants will have the most powerful motivation of all: the need to learn the language of their paid occupation, trade or profession.

It would be well to consider some physical and psychological characteristics which distinguish adult students from school-age learners. The most important physical characteristic is the apparent setting of speech organs and speech habits during early adolescence. Phoneticians maintain that the learner is capable of mastering any human sound with proper help and sufficient application. It is doubtful whether T_2s can ever be trained to be sufficiently expert phoneticians to render this possible. Where available, the language laboratory is helpful to the adult learner provided he is capable of phonemic discrimination. The amount of time to be allocated to pronunciation training is a matter for consideration. There is a consensus of opinion that reasonable intelligibility or comprehensibility rather than a perfection of R.P. should be the target. What constitutes reasonable comprehensibility is a matter as yet undetermined and, indeed, forms an essential field of research. It cannot be an absolute and probably forms a cline in relation to specific situational needs.

With regard to psychological differences, the most obvious is the probably strong motivation of the adult to learn the language for a specific purpose. The purpose may range from the use of the language in business or diplomacy to its use for a holiday visit. In overseas universities there is a considerable motivation towards the improvement of auditory comprehension for lectures and reading in English for further study in medicine, engineering and science. Courses to improve English are generally set up *ad hoc* using specially hired teachers and the mass lecture approach. It need hardly be said that very little English is learned. Research and development is urgent in this field and must be closely linked to the concept of register.

A second psychological difference of some importance is the analytical cast of mind to be expected in the adult student. Critical questions will be asked, particularly on grammar. It is suggested, therefore, that grammar should be taught overtly with adult students rather than covertly instilled as it is at the school course stage. But the maturity of the student should not mislead T_2 into thinking that all teaching and presentation should be done in a formal academic manner. There is scope at the adult stage for full use of songs, jingles, rhymes, playlets and anecdotes. (The essentially histrionic nature of language teaching

should never be forgotten. It is much nearer the art of the theatre—even the circus—than to traditions of formal problem-solving education.) With the move away from grammar-translation methods towards situational teaching this histrionic quality in T_2 has assumed greater importance. It is suggested that treatment of this aspect should form a major part of T_1's preparation of T_2. (The pedagogic effectiveness of jingles, miming etc. has sometimes been questioned, particularly because of their potential as time-wasters. Quite apart from the linguistic practice they afford, they have an important function in promoting group cohesion and in raising flagging morale.)

Turning from the general to the national psychology of the adult learner, it must be noted that techniques and methods have to take account of the traditional susceptibilities of peoples. A method acceptable in Europe or Africa might cause loss of face in an Asian or Arab culture. If T_2 feels that the techniques he is considering will appear childish to his students, he should drop them. The teacher of immigrants in Britain must be equally sensitive.

The length of the course of preparation is a crucial matter. There are already courses of one academic year, of three months, and as little as two weeks. Very short courses are often given to teachers joining Voluntary Service Overseas. Because so little time is available, the emphasis is placed on techniques rather than on theory. If the volunteer arrives in a country where a traditional syllabus includes formal grammatical teaching, he will probably be at a loss as there are so few points of contact with modern techniques of language teaching. Even a little basic theory might help a volunteer to manoeuvre within an old-fashioned syllabus. No doubt the period of service of VSOs is too short to make this economically worthwhile, since its acquisition would require a longer training course.

It is suggested that the theoretical part of a T_2 course of training should include the following :—

(i) a retrospective study of traditional grammar;
(ii) readings from H. E. Palmer, Daniel Jones and A. S. Hornby;
(iii) an introduction to the scale and category grammar of M. A. K. Halliday;
(iv) an introduction to transformational/generative grammar;
(v) an introduction to the application of theoretical knowledge to language laboratory drills and programmed learning.

Such a programme would require a course extending over at least six months. The basis of theory would be given with the intention of providing the T_2 with a feeling of confidence that he knew the background to his speciality and

could handle questions from his students. It is suggested that about a quarter of the time allocation should be given to theoretical study of this kind.

In a practical course of preparation for teaching English the main allocation of time should be given to various forms of teaching practice with associated discussion. Where adult students are not available, syndicate teaching practice may be employed using the T_2s themselves. This situation may, of course, be highly artificial, particularly if the T_2s are mother tongue speakers of English. Nonetheless, with a little co-operation on the part of the pseudo-students, useful practice can take place. The essential requirement is that the pseudo-students should know precisely what structures and lexis they have, in theory, learned up to that stage.

As far as the size of the training group is concerned, T_1 will probably wish for ten to fifteen T_2s and no more. Perhaps the best procedure is to work in discussion groups or seminars, holding post-mortems on the last session of teaching practice, planning the next, debating the restriction of teaching topics, their staging and form of presentation, the use of visual and audio aids and the over-all efficiency of the lessons observed. The informal discussions may be stiffened occasionally by T_1 through assigned reading or the distribution of questionnaires or handouts.

One of the problems to be faced by T_1 is the extent to which his T_2s will have access to educational technology. A fair proportion of time will have to be devoted to the use of the tape recorder, language laboratory, film and filmstrip. As far as training in Africa and Asia is concerned, concentration on the use of the single tape recorder in the classroom is probably most helpful at the present time. It is possible to simulate most of the range of language laboratory drills in this way and the teacher himself will remain the focal point. Additionally, a regularly time-tabled workshop period for the preparation of visual and audio aids for classroom use is recommended.

For research there are interesting problems as to which skills are essential to learn if an adult learner is to achieve his specific aim. If the specific goal is reading for further study, how much aural/oral work is essential? In the case of adults, are we to insist on high speech performance as the first desideratum? Alternatively, if the student's goal is good conversational English, does he need to spend time on acquiring reading and writing skills?

To summarize, it is suggested that in teaching adult students there are no essentially different requirements for methodology as compared with school-age learners. However, the variety of the different aims of the adult learner requires any course of training for teachers of adults to cover extensively the use of

English for special purposes, and to go into the concept of register. Preparation for the use of educational technology should be made but in the light of the potential facilities likely to be available to the teacher.

Discussion

It was noted that there might be fundamental differences between courses for training native speakers of English to teach classes of students having many different mother tongues and courses for training non-native speakers of French or German to teach monoglot classes. The Englishman preparing to teach his own language to foreigners often needed to unlearn inaccurate folklore or misconceptions about the nature of English, which might seem to justify an extensive excursion into modern descriptive linguistics. But he also needed a knowledge of traditional grammar, since his students might already have learned English on these lines. As a native speaker he might have to be prepared to answer many awkward questions with some confidence. Nevertheless, there was some doubt as to whether any very thorough training in linguistics could be given in a six months' course, and it was considered that giving a condensed review of many recent theoretical analyses of English might leave him more confused than clarified. But even in a short course, such as that provided for VSOs, some unifying theory of language teaching was probably required, if only to ensure that training did not merely inculcate reliance on an array of teaching gimmickry derived from a 'tips to teachers' approach.

The special aptitudes, as well as motives, of adults needed to be remembered. A more intellectual approach than that appropriate to children might well be required, but a specifically phonetic approach to teaching speech sounds was often necessary before much benefit could be obtained from recorded drills. Perception of sound distinctions (on phonemic lines) was no indication that these distinctions could be reproduced.

The experience of the Royal Society of Arts certificate courses was noted. Courses now available ranged from part-time work two evenings a week to three-months' intensive work, but all emphasized practice teaching. However, of the 140 candidates for the certificate in 1969, only 48 passed. (In 1970 approximately 200 candidates were expected.) Failures were commonest in the written papers.

While it was desirable that native-speaking teachers of English should learn their students' mother tongues, it was often impossible for them to do so when teaching polyglot classes. But even a theoretical knowledge of the structure

of the students' language(s) could be useful if it helped to anticipate teaching problems.

It was noted that at university level, British *lectors* destined to teach English abroad often had no training at all relevant to language teaching. Even a short course would be helpful in drawing their attention to the existence of teaching techniques.

CHAPTER 3

Technology and the preparation of language teachers

P. D. STREVENS

Everyone concerned with the training of teachers of foreign languages has agreed that aids and equipment should play a part in their courses. But, in practice, what is done tends to be exceedingly little and at a very elementary level; an acknowledgement of the existence of such aids rather than a conditioning to their use. This paper is concerned with the underlying reasons *why* a technology component in training courses is needed, and makes suggestions about *what* it should contain.

Why include technology?

There are clear reasons why technology should be adequately included.

Today's pupils *expect* sophisticated aids to be used. Their world takes radio, TV, tape recordings etc. for granted. If teaching ignores technology, teaching is unreal. If the teacher is ignorant of the use of technical aids, his pupils are nevertheless likely to know something of them.

The speed of advance in new developments makes it essential. Teachers are being trained *now* for the next thirty years. We can predict the equipment likely to be in use for the next ten years at most; we can be certain the rate of investment in aids will be much greater than in the past ten years; and the least we can do is to give teachers a basis on which their future work can rest.

New devices stimulate new approaches to teaching. A teacher cannot exploit his own potential without being aware of the media at his disposal.

Increasingly, teaching materials are being produced which incorporate the essential use of aids; the teacher who is not familiar with the aids cannot use the materials effectively.

What to include

Within a perspective of modern approaches to language teaching it is accepted that applied linguistics has an essential role. Applied linguistics can be seen as the conjunction and interaction of three components :—

Underlying disciplines—which include parts of linguistics, psychology, social theory, scientific method;

Methodology and teaching techniques—both of which are already established and are being developed to meet new aims and situations;

Aids and equipment—the contribution of technology in producing devices for the more effective study and teaching of languages.

It should be noted that it is not enough for a teacher to know which switches to throw in his language laboratory. He needs to know when the conditions exist (and when they do not) for the effective use of language laboratories, and to understand the place of technology within the whole framework of a modern approach to language teaching. The teacher must be acquainted with the full range of audio-visual aids and educational technology currently used in the study and teaching of languages. It is not enough to know of the existence of language laboratories, or to base his opinions of them on second-hand experience. Teachers should be given a global view of the spectrum of aids, from the gramophone and tape recorder through radio, TV and VTR, filmstrips, loops, 8 mm and 16 mm film, EVR, programmed instruction and teaching machines, to computer-managed education.

Training should provide an awareness of what is involved in the preparation of suitable teaching materials for use with various kinds of aids. The essential elements include :—

understanding the distinctive nature and functions of each piece of equipment; its potentialities and limitations;

some familiarity with the main types of teaching material currently used with each piece of equipment (e.g. for overhead projectors, continuous transparent film, prepared transparencies, etc.);

knowledge of the scale of time and effort involved in preparing particular kinds of teaching materials for use with aids and equipment.

Suggestions for a syllabus

In constructing syllabuses for inclusion in teacher training courses it is necessary to be realistic in terms of the time, staff and equipment available. Few

courses will be able to approach the ideal, but at least they should be aware of what it is they are falling short of. The following might be dealt with :—

The range of audio-visual aids and educational technology

Demonstrations and descriptions of the largest possible sample of aids, and visits to other establishments to see any not owned by the college or university itself, if possible in active use.

The technical principles involved

A layman's introduction to the elements of *photography, magnetic recording, television* and *computers.* This is *not* difficult to do. It entails chiefly clearing the Arts-trained student's mind of misplaced awe in the face of 'science'.

The pedagogical principles involved

To include both *teaching* and *learning.* The courses should refer to such principles as the presentation of material through additional senses, contextualisation, the basis of programmed instruction, the merits of individual pacing, solo work versus group work, etc. It is assumed that student teachers will elsewhere in their training have been taught some principles for the construction and evaluation of syllabuses and courses.

The range of teaching materials available

If one includes both commercial sources, and the special centres, universities and colleges which specialise in these techniques, a wide range of materials now exists. Students should be made aware of these materials, should see and try them if possible, and should certainly be told of libraries and other sources of information which can keep them up-to-date.

Practical work

Teachers in training should be given the opportunity of trying their hand at actually making recordings and visuals, a programmed sequence of frames, a filmstrip, a videotape sequence. Full appreciation of their potentialities and limitations depends on some experience at the production as well as the receiving end.

Discussion

'Squareness' is in direct ratio to unwillingness to use technical aids. This statement, linked with the reminder that the younger generation takes tech-

nology for granted, provoked a lively discussion. It was agreed that, even if full provision is not immediately possible, mere lip service to the importance of technical aids should now be converted into purposeful use within syllabuses.

Much can be done by sharing resources, but here there are difficulties, particularly with regard to taped material; questions of copyright can arise and it is sometimes found that the best teacher-made tapes are not available for general distribution because they have already been committed to a publisher. Nevertheless there has been a measure of useful co-operation at university and college level in connection with the schemes for exchanging recorded materials in French and German (PALFRE and PALGER)[1]. Similarly, the York workshop is a source of materials for university colleagues elsewhere; the centre issues a tape and typescript of material in its catalogue for £1 per item. The cost of this workshop is shared by the university and the LEA, the LEA's Modern Language Adviser being also a lecturer in the university. Member schools have recording and other facilities for an annual fee of £2 10s. 0d. and active membership is producing a properly critical attitude from teachers.

The stimulus provided by the York centre indicates that here is a growth point of which LEAs should be made aware. The increasing number of teachers' centres offers an opportunity for development. With the growth of such centres and the technical services within them there might be a need for CILT to set up some machinery to prevent unnecessary overlap of functions and duplication of materials.

Material of two kinds is needed :—first, untreated corpora which form the raw material for use by *experienced* teachers; then selected material to meet a particular need. Here the danger must be avoided of using isolated bits to meet more general needs. In accumulating a bank of taped material, the resources of overseas centres and on-going research projects should not be overlooked; it should be adequately classified and described to serve the purpose for which it is to be used. An adequate system of description and classification to meet all likely needs is not yet available.

Two new uses of technological equipment might soon be possible : national computer networks available through the GPO on telephone lines and the EVR teleplayer for use with an ordinary TV set at a cost of about £200. Such facts may indicate that the teaching profession is only on the threshold of new concepts of teaching.

Among the essentials for pre-service and in-service training were video-

[1] Post 'A' level French and Post 'A' level German, Materials Bulletins, Language Centre, University of Nottingham

tape recorders and CCTV. In-service training should include specific topics such as audio-visual techniques, and both pre-service and in-service training should include a management element so that students can ask and answer the questions : why, when and where do I use this equipment? The rapid advance in technological equipment makes it essential also to fill the generation gap by rehabilitation courses; in this connection too, teachers should have practical experience of learning a new language by technical aids.

The aim, whether by pre-service or in-service training, should be to cover the range of available technical media so that teachers have experience of production and reception in these media and so that they can use them, and undertake simple servicing. Here LEAs who insist on teachers having the LEA's own certificate of competence in the use of technical aids could help by accepting as equivalent the training given in many colleges of education. Eventually there will be no distinction between the haves and have-nots of the skills of using technical aids because all teachers will have a measure of competence in their use.

At present there is one gap which can be filled only by more expenditure and more training (for which there must be a matching interest and conviction on the parts of heads of schools and LEAs). This is the shortage of schools adequately equipped and staffed to act as teaching practice centres where technical aids can be fully exploited. Colleges and departments of education might encourage the development of promising schools as training centres which could be used by teams of students, under the guidance of a member of the school staff who might hold a scale post for this work.

Teachers now in training may serve for thirty or more years; they must not only be equipped to use equipment available *now,* but be prepared to be receptive to future developments.

CHAPTER 4

Specialised training for teachers of immigrant children

A. R. TRUMAN

Decades before the present influx of non-English speaking children began in the late 1950s, there had been similar pupils in the schools—refugees, families displaced by war and territorial change and seafarers who had settled in the East End of London, in resettlement camps in rural England and in dockland areas of coastal towns. Schools had accepted their children in small numbers. Language problems had been encountered and apparently surmounted, though few if any teachers had training in the teaching of English as a second language.

As late as May 1956 a report to the Education Committee of the LCC, in referring to 1,480 Cypriots, 632 Indians and Pakistanis, 522 Poles and 410 Italians in primary schools, made no mention of the need for special language teaching but said, 'The best policy is to distribute children as widely as possible among different classes rather than to keep these together for, in that case, assimilation of English is much slower.' That some children from these earlier immigrations overcame the handicaps imposed by the lack of understanding of their needs is evident from their later successes.

Some factors that have contributed, at least in primary schools, to the reluctance to recruit teachers with specialist English language teaching skills may need to be taken into account when planning courses for teachers of immigrant children.

Though many teachers are aware of the psychological approaches of Vygotsky, Luria and Piaget to the relation between language and cognitive development, they appear to be less familiar with studies of the language skills of pre-school children. Thus they have been less sensitive to the precise content of language skills already mastered by their English pupils before entering school and less concerned with the possible modes of acquisition of these skills. In turn this has meant that some teachers do not adequately distinguish between the

processes involved in first language learning and those in second (English) language learning in England.

The preoccupation of the primary teacher is with language enrichment, and with the teaching of the skills of reading and writing a language in which the learners are orally fluent.

The variety of local circumstance with regard to the magnitude, ethnic composition and geographical distribution of the immigrant child population within LEAs is matched by the variety of pattern and extent of provision of English language teaching. Of 220,742 immigrant pupils in primary and secondary schools in England and Wales in 1968, 61,804 were in the ILEA. Of these 34,500 were from the Caribbean.

Cypriots accounted for 8,000; Indians 4,000; Italians 2,300 and Pakistanis 2,000. Camden and Islington are areas of high Greek Cypriot concentration and Tower Hamlets has many Pakistanis, but the commonest teaching situation is multilingual. Teaching is provided in secondary part-time centres, in special classes or groups in primary or secondary schools taught by language teachers and in groups within a normal primary school class taught by the class teacher.

The length of specialised training required by teachers working in the various situations described above will inevitably be influenced by the degree to which language teaching is the main duty of the teacher. The emphasis within the content of the training programme should reflect the purpose the language teaching is intended to serve. Both length and content should relate to the previous experience of the teacher.

The following suggestions apply to a training programme for teachers who are native speakers of English, who have already completed an initial course of general training, and have had several years' teaching experience. Such teachers are typical of those recruited to the ILEA one-term training course. They subsequently find themselves either responsible for the major part of the education of groups of non-English speaking children or working in close collaboration with a non-specialist colleague in the joint provision of an education to meet the physical, intellectual and emotional needs of such children growing up in an English school.

The course must aim to clarify what to teach, to develop the teacher's understanding of her teaching methods, to enable her to acquire appropriate teaching skills.

Clarification of what to teach will lead the teacher to look afresh at the English language and to re-examine the form and functions of its components. It is unlikely to lead to any profound study of linguistic theory. In examining

the language to be taught it will be necessary to examine a part of the content of the school curriculum through which the pupils are being educated. In this way the teacher becomes aware of the extent to which the nature of the discourse determines the register of English used. She may usefully undertake a partial specification of the language used for the teaching of a topic within the normal curriculum. Opportunities may be provided for recording the speech of English children and of non-English speaking learners which may be analysed later.

Most primary teachers beginning immigrant teaching find it difficult to talk in a natural manner within controlled limits of structure and vocabulary, but this skill seems to be most readily acquired when a situational approach is adopted. The situations commonly encountered in teaching programmes are based on the familiar scenes of home, school, the park, the street. Other teachers may use the content of curriculum subjects, particularly mathematics, geography and science. Language teaching in these situations will not only provide the pupil with the means of communication but also the resource for cognitive development. However, there is need to minister to the imaginative and expressive needs of the child. This poses exceptional problems for the teachers of some non-English speaking pupils of junior school age. Few teachers question the importance of imaginative literature and creative expression for the healthy development of their pupils. Since the pressures on some immigrant families may prevent them from ministering to these needs in their own language, the teacher will need to discover how this component can be included in her educational programme, what range of English is involved and how it may be presented.

Immigrant pupils are compulsory learners of English. Unlike their adult counterparts they are not in class by their own choice. Some may be under strong pressures from home to acquire English quickly and do well in school, others may be actively discouraged. Some may wish to participate fully in a school life they enjoy; others may resent their isolation and reject the means by which it might be overcome. The training course will examine the motivation of the learners and with psychological insights, hopefully, find teaching methods to which the pupils will respond. Some discussion may be included of minority group performance under various conditions of school ethnic composition and integration. How the learner perceives the community whose language he is seeking to acquire may well influence the speed with which he acquires it.

The immigrant learner living for most of his day in an English-speaking environment will pick up additional language not included in the language scheme. The training course will indicate opportunities and means by which this incidental language can be reinforced and built upon. Phonetics included in

the training course will enable teachers to consider the limits of permissible tolerance of variations in pronunciation and intonation but will also indicate work that can be undertaken with the pupils to improve their pronunciation. The language teacher will be called upon to identify those immigrant pupils who require special help with English. For this purpose and to assess progress she will need to be familiar with assessment procedures and know the principles of constructing simple language tests relevant to the particular situation.

Much of the course time will be occupied with devising instructional and reinforcement material appropriate to the age and language level of the pupils. If the material proves intrinsically interesting and leads to accurate language production by groups working independently of the teacher, this will free her for teaching other groups within the class. The exploitation of all forms of audio-visual equipment will be included.

For withdrawal groups much of the reinforcement and language production will continue when the immigrant pupils are back in the normal classroom. The specialist teacher not only needs to know the activities and the language employed within the classroom, but she also must be able to explain to the class teacher a variety of ways in which the language taught to the withdrawal group can be exploited in situations which enable the immigrant to contribute to the normal work of the class.

The prospective teacher of immigrants must appreciate the stresses and strains experienced by some recent arrivals. Teachers may be expected to serve for a short period in a multi-racial school before undertaking the training course. Individual tutoring may be needed initially for detailed study and practice, to be followed by the normal supervised teaching practice. Opportunities to observe specific teaching techniques should be provided by using a videotape recorder.

Discussion

Before the days of mass immigration it was not thought necessary to provide any specific training for teachers of immigrants; the process of learning was expected to be osmotic. Even in these days after mass immigration the problem is not identical all over the country. In some areas there are pockets of immigrants not just from one country but even from a part of one country. In London the problem tends to be notably multi-racial.

ILEA has tackled the teacher-training problem by establishing a centre directed by teachers with some training in language problems; from this centre some teachers go to schools and some to centres specifically for teaching immi-

grants who have no English. These centres develop their own characteristics but all aim to give a quick acquisition of language skills, whilst trying to cater for their pupils' need of a broad education.

Those selected for the one-term course at the centre are trained teachers with several years' teaching experience and the course aims to explain what to teach, how to clarify their methods and how to acquire skills. It does not plunge deep into linguistics and its language content is necessarily somewhat prescriptive. Among the problems encountered are how best teachers can learn to speak with a limited, albeit expanding vocabulary, how they can identify pupils who need special help, how they can exploit the English acquired incidentally by pupils living within an English-speaking community, how, amid the mass of the necessary concrete material used in teaching, they can provide for the imaginative and emotional needs of the immigrant pupil, and how, once they are teaching immigrant pupils, they can ensure that colleagues teaching the same pupils are aware of the nature and extent of the language taught by the specialists.

This last difficulty is complicated because many specialist teachers may not even be aware that they use a range of language peculiar not only to their subject but also to themselves. The problem is not just one of vocabulary, but of structure and sometimes phonology.

HM Inspectorate are looking into this problem and are to identify areas where there is good practice to be seen. The choice of the language content of and linguistic materials in, the Scope[1] project is relevant and two research projects supported by CRDML should throw further light on the problem; these are Tests of English for Immigrant Children of Primary School Age (Birmingham University and NFER)[2] and a Study of the English used by Teachers and Pupils (also at Birmingham University but unfortunately not yet funded).

It is realised that the need is not limited to training teachers for work in special centres. There are many schools where there is only a sprinkling of immigrants and their problems are often submerged in the interest of the native majority. There are also some areas where immigrants of infant school age are expected to acquire their English within the ordinary school framework. Consequently teachers without training or without even some familiarisation with the problems they are likely to face may be quickly discouraged.

Many LEAs are running induction courses to meet this need but it is one with which both LEAs and colleges of education should be concerned.

[1] Schools Council Project in English for Immigrant Children, *see* Appendix 1
[2] *See* Appendix 1

The first task of the colleges is to produce well-trained and adaptable teachers with the right attitude to work in a multi-racial society. To do this each college should ideally have staff interested and trained in the teaching of English as a second language but, as this is likely to be impracticable in the immediate future, colleges in areas of high density immigration should lead the way and, if the resultant problems in training practice can be overcome, ATOs should consider arranging for such colleges to run one-term courses to which colleges in areas of low density immigration could second students.

The impact of immigration calls for a much closer look at the teaching of English and at language as an aspect of human behaviour in sixth forms, colleges of education and at universities. It was strongly held that colleges and universities ought to rise to this challenge even if there seems little chance of expanding their teaching staff.

There were differing opinions about the possibility of all colleges offering a basic course in linguistics and the possibility of missionary zeal being counter-productive was not overlooked; there remains the danger that the existence of a single confessed specialist on a college staff might foster wrongly the idea that no other lecturers are concerned. For example in areas where English children are less articulate, the teachers of speech and drama have a most vital task.

The recommendations of the Plowden report suggest a ratio of one adult to five or six deprived children (immigrant or English); the question of using adults without full teacher training in Educational Priority Areas has never been satisfactorily answered. Has the time come when the teaching profession should face the need and come to a practical conclusion about this way of meeting it? And has the profession as a whole really understood and absorbed the possibilities of technical aids to teaching?

Underlying and at times explicit in the discussion was a feeling that a hard look at the whole purpose and process of English teaching at all levels was called for. Is there not a false antithesis between the English taught to ordinary pupils and that offered to the deprived child (including the immigrant)? It is basically one problem and there is no place for the esoteric attitude of some teachers of English who divorce communication and expression from English literature which is immured in an ivory tower to which only some can be admitted on production of a ticket labelled 'Potential 'O' level pass'. Through the experience of teaching English to the deprived we ought to be able to recast the approach to the teaching of English to all pupils and students.

CHAPTER 5

The role of linguistics in the education of language teachers

I. J. FORSYTH

The scope of linguistics

In the last hundred years, the science of language has developed so that *linguistics* now refers to a vast number of specialist sub-divisions, all of which seek in one way or another to account for the nature and workings of language. There is, broadly speaking, a division into those studies which are concerned with the formal properties of language (e.g. phonetics, phonology, lexis, syntax) and those which relate these forms to other aspects of human behaviour (e.g. psycho-linguistics, sociolinguistics, anthropological linguistics, stylistics, and so on). It should be stressed that all of the many branches of linguistics together constitute a unified subject. As far as the education of language teachers is concerned, there are at least three conclusions to be drawn :

(i) The great mass of material offered by the various branches of linguistics suggests that there is a need for selection of what is most relevant to the needs of the language teacher.

(ii) This selection should be based on careful consideration and research. A decision for the inclusion of linguistics in a teacher-training programme should ultimately have the backing of research, and not just be there because it is felt to be a good thing.

(iii) The different branches of linguistics, in particular those which deal with the relationship between language and the other behavioural sciences, imply the desirability of a corresponding complexity in our approach to the training of language teachers : the formal study of language, however sophisticated, is not enough.

The contribution of linguistics to the education of language teachers

If it is recognised that linguistics alone is not enough, it is perhaps worth considering what contribution it can make to the formation of language teachers. Besides the most up-to-date descriptions of individual languages, linguistics can provide :

(i) *a more rational view of language:* it should act as a corrective to the tendencies of our informal cultural training which unchecked tend to promote and reinforce prejudices and misconceptions where language is concerned. It should be emphasised that a literary education does little or nothing in this respect. A more objective view which acknowledges, for example, the essential arbitrariness of language, can only result from students being confronted by and involved in the empirical approach to language which characterises linguistics.

(ii) *an awareness of the complexity of language in structure and meaning:* linguistics counters the tendency to view language as a monolithic structure, and shows it rather as a highly complex set of relationships between grammatical units whose resulting patterns have a variety of uses or meanings.

(iii) *a more precise understanding of the many functions of language:* for example, the fundamental relationship between language and personality, the part played by language in structuring social interaction, the relationship between language and thought, and so on.

(iv) *a readiness to expect and adapt to new developments:* in addition to providing knowledge about language, linguistics, because it is a developing science and because of the nature of its subject matter, can also serve to promote research-mindedness in teachers and give them a more flexible attitude to their task. Linguistics is not just a body of knowledge; it may also be seen as a further means by which students may be introduced to scientific method, which might not otherwise be available to them.

(v) *a basic contribution to the elaboration of a theory of language teaching:* linguistics provides an additional standpoint from

which language teachers may view the scope and aims of their subject, as well as equipping them with the means for a better understanding of the types of language course being produced nowadays.

Linguistics and research

Until recently it was common to hear objections to linguistics on the grounds that it was somehow a threat to human values in education or even an irrelevance. These usually arose from a tendency to place the narrowest[1] possible interpretation on the term so that it meant formal studies of language and nothing more. An apparently contrary stance has been taken up by those who see in linguistics the answers to all or most of the language teacher's problems, and all sorts of extravagant claims have been made in the name of science. Such responses are essentially similar; as long as linguistics remains an exotic subject, we may expect this sort of reaction.

Linguistics and language studies for teachers in training

Linguistics might contribute :

As a subject in itself to be studied at undergraduate and postgraduate level.

As an adjunct to existing courses in French, English and so on.

As a study which would draw on and unify relevant branches of other subjects which have some bearing on the training of language teachers such as psychology, anthropology, sociology and educational philosophy.

These should not be seen either as alternatives or as possible options. In my view they indicate the essential contribution that linguistics can make to the education of language teachers. The third is of special interest for at least two reasons : it is in this area that progress is likely to be made towards the elaboration of a theory of language teaching; and its very newness—it has no agreed name yet—marks it out as a potentially important area for research and development.

[1] Hostility to linguistics may take a number of less obvious forms: for example 'We're already doing that'.

In considering the provision of such courses, we might bear the following in mind :

The need to include a substantial amount of practical work (preparation of teaching materials, evaluation of materials and methods etc.).
While stressing the desirability and value of a theory of language teaching, we should not overlook the essential purpose of any teacher-training programme; to provide a meeting ground for theory and practice.
The need for a catholic approach to linguistics, so that, for example, students are introduced to more than one grammatical model, theory of learning, and so on.
The importance of a selection of material based on relevance to the student's needs.
The need to consider how such courses may either draw on or be linked with other subjects.
The need for a sense that language studies have only begun; that is, initial training should anticipate retraining.

Recommendations

The following could well be undertaken :

A survey of existing courses in language study and linguistics in departments and colleges of education.
Research into the preparation and testing of models of courses for use in teacher training.
A consideration of how best universities, polytechnics and other institutions may contribute to the provision of qualified teaching staff for such courses, and of the problems involved, e.g. finance.
The provision of course materials in linguistics and language study appropriate to the needs of teachers in training.
A consideration of the setting up of more full-time and part-time courses for qualified language teachers at various centres.

Discussion

The discussion, which could have lost itself in the turbulent conditions created by conflicting theories, began on a realistic level by the speaker describ-

ing linguistics as a rational attitude to language. Just as teachers were trained to have rational attitudes to social problems concerning their pupils, so they should acquire a rational attitude to language. They should not become wizards in linguistics but should at least lose their fear of its magic. The sophistry of linguistics could and should be left to the universities but teachers should know enough to reach a decision on the relevance to their work of parts of linguistics.

The linguistics element in courses at some colleges of education is at times rather thin for various reasons; it may be only an option with a small allocation of time and may therefore tend towards prescriptiveness. Not that this element should in any way promote a dogmatic attitude; indeed it would be reprehensible to preach a single way to salvation, for the study of grammar owes much to many theories over a long time. There is, however, a need to convince students that linguistics offers a sound basis for new developments in methodology and that what they are taught is not just based on hunches. On the other hand the college course should not merely deplore the blindness of traditionalists; nor should it concentrate on small pockets of language study—that way leads only to a refined system of destructiveness.

From the university point of view the linguistics required in a college course might be described as pre-linguistics: an introduction to the study of language. Such a study should cover a basic understanding of the nature of language, differences between animal and human communication, speech development in the pre-school child, linguistics as a tool for describing language, some knowledge of linguistic deprivation in so far as it affects the pupils the students are likely to encounter (e.g. deafness, ESN, autism), language in society, notions of standards and literacy, prescriptiveness.

In sum, the (pre)linguistics course in a college should be based on a new look at the mother tongue and at the second language, if teaching a second language is to be part of the teacher's task. It should also offer an opportunity to stress the relevance of linguistics to students whose main interests may initially be literary only. Above all it should offer a bridge to the teaching situation, students seeing it as a means of preparing themselves and not as a subject which they will teach to pupils. Within the framework of a (pre)linguistics course the teacher will be enabled not only to find out what he has to teach but also where his teaching falls short. The (pre)linguistics course should beware of theoretical linguistics which can be a highly abstract philosophical conceptualisation with a strong relationship to psychology, with an element of rigour proper only to some undergraduates and to postgraduate students.

The difficulties in making such a course general practice throughout colleges are great; there will be clamours from subject specialists against the

erosion of time from their subjects, particularly in colleges with two main subjects of study. It will be argued that the staff for such a course are not yet available; (this was denied by persons of experience at the conference). University staff not experienced in classroom teaching would not be appropriate lecturers for such courses. What must be avoided is the intercalation of a (pre)linguistics course which results in college lecturers teaching something called linguistics on a learning-by-doing principle. Neither can it be accepted that what is needed is merely a series of short courses—which tend to produce only a spurious and short-lived sense of well-being.

A college of education course for all teachers concerned with the teaching of the mother tongue and/or a foreign language ought to include a generous time allowance during at least one year of the total three to cover a (pre)linguistics course. A similar course should be obligatory in departments of education, not only for those who intend to teach English as a second language (as already often happens) but also for those who will teach English as a mother tongue and those who will teach foreign languages.

For some establishments this may sound revolutionary. The conference urged that a (pre)linguistics course should become accepted practice; at its simplest level it would illuminate the problems of teaching children to read, and to express themselves. To a lesser extent it would aid good pupil/teacher communication within the classroom—without which the whole process of education is a labour of Sisyphus.[1]

[1] 'That teachers have known nothing about language is patently untrue. All of us have been talking about language since we started school, and to do so we have been using theoretical categories which can only be called linguistic in the broadest sense most of our lives. Until these categories have become systematically definable to each other they would be best called "pre-linguistic" . . . indeed the language teacher who has never been introduced to "linguistics" already knows a great deal about language in what are basically linguistic terms.'

CORDER, S. P., 'Advanced study and the experienced teacher'. *In* Perren, G. E., editor, *Teachers of English as a second language,* Cambridge University Press, Cambridge 1968

CHAPTER 6

In-service courses for teachers, or intending teachers, of languages

G. R. POTTER

The Nuffield and Schools Council Project for the teaching of French in Primary Schools gave us our first experience of fairly large scale initial, or near initial training of serving teachers as semi-specialist teachers of a foreign language. For many teachers, whose foreign language learning had finished at school certificate level twenty or more years before, these courses had to go far beyond what could be expected from a refresher course. The experience of these courses taught a number of lessons about the duration, location and timing of such training and the standards which can be achieved by it which are relevant to the broader issue of in-service training for language teachers.

I intend firstly to suggest what types of refresher courses seem to me to be most in demand and most needed, which not surprisingly are not necessarily the same, basing my views on the experience of talking with language teachers over the past fifteen years; secondly to look at existing national and local provision; and thirdly to summarise the attitudes of teachers to in-service training courses, for which I shall draw heavily on the study of this topic by Cane,[1] which confirms and quantifies for the three counties studied the general impressions which I have formed during my own work in four other counties.

Subject matter in which courses are needed

Teaching method

This has long been an area of diverse opinions where the need for training and discussion has been readily recognised. In *The Teaching of Modern*

[1] *See* Appendix 2

Languages[2] method rightly occupied the major part of the text. The increasing use of audio and visual aids and the flood of material and equipment which has poured on to the market over the past eight years have ensured a steady and articulate demand for courses in the changing methods of language teaching. This demand has tended, however, to concentrate too heavily on the operation and quality of the machinery, on the construction and quality of the material and on the timing of the introduction of its various phases rather than on the fundamental change in attitude that should underlie the effective application of recent developments in language teaching. There has been a widespread failure to grasp that the most important shift in emphasis is not to oral work or to audio-visual presentation but to the acquisition of language by cumulative correct usage which must underlie both written and oral work. Audio-visual equipment and material have not initiated this approach but have made it far easier to implement for the vast majority of language teachers. We need a period in which the unity of method in teaching written and spoken language is emphasised rather than the machines and materials available to help us with teaching in both fields.

Linguistic competence of teachers

Our greatest need here is the recognition of our own shortcomings and a consequent readiness to undertake serious and consecutive study to improve personal language competence. Perhaps most of us are *too* reluctant to point this out to any qualified specialist as if to do so would amount to a personal insult—and indeed we may be right in thinking this would often be the reaction. 'You may criticise my method, and I'll defend my conservative and analytical approach with fervour, but touch on my intonation, phraseology and accent at your peril' is an attitude we may meet and indeed is one which, perhaps unknowingly, many of us may harbour. The providers of courses have in general been equally reluctant in this field. It is only for the teachers turning to teach French in primary schools that this need has been indisputably clear, and often satisfied by well devised courses keenly followed over quite lengthy periods involving full or part-time attendance. But there are many qualified and experienced teachers of language for whom language seminars would be of great value.

[2] Incorporated Association of Assistant Masters (first published 1949)

Content of language courses

Very little opportunity is provided for continuing study by teachers of literature in the traditional lang/lit course at 'A' level, and I have encountered very little demand for it. One cannot help wondering, however, whether in all cases the initial qualification was sufficiently sound and subsequent reading sufficiently wide and consistent for there not to be a need for much more continuing study.

At lower levels more attention is being focussed on course content, but here again there seems a need for much more to be done to broaden and deepen teachers' own knowledge of the background material associated with the teaching of language.

Analysis of courses now available

Courses provided by LEAs

I have not been able to find an analysis of the nature and volume of in-service training provided locally by LEAs, universities, institutes and colleges of education. My own experience is that this is a subject area neglected by LEAs; in-service training in the past has depended heavily on the initiative of local advisers who are still relatively few on the ground. I estimate that only about forty LEAs have posts with such specific responsibility which may fall to Modern Language Advisers, general advisers with some responsibility for or interest in modern languages, administrative officers with some responsibility for or interest in modern languages, teacher/advisers, and it is probable that less than half the forty appointments belong to the first category.

The Department of Education and Science list of vacation courses for teachers organised by university colleges and institutes of education for December 1969 to August 1970 contains fifty-three courses, and of these only one concerns the teaching of languages. The list is only a selection and may not be representative but the proportion of language courses indicates that far too little is provided by universities.

Courses organised by the Department of Education and Science

An analysis of the programme of short courses organised by the Department of Education and Science for the period April 1970 to March 1971 shows

that of a total of 172 courses available, only ten deal with foreign languages and their teaching, and another four deal with English as a foreign language (mostly to immigrants).

The 249 one-year and one-term courses available for qualified teachers (on salary) in 1970/71 include three one-term courses in French, one in English for immigrants and three one-year Diploma courses in English as a second/foreign language. It may well be felt that an inadequate proportion of the courses provided is directed to modern languages but before urging any significant increase in this type of provision, it would be wise to look at the study of teachers' views and preferences for types of in-service training made by Cane,[1] from which I should like to make a number of quotations.

Teachers' views and preferences for location, duration and timing of in-service training

Cane's study was based on a survey made in the counties of Durham, Norfolk and Glamorgan and whilst it gives us little guidance insofaras course topics are concerned, it provides some most interesting conclusions on the location, duration and the timing of courses as the following quotations show.

'A most important finding was that a high percentage of teachers were prepared to spend up to one week of their vacation attending a course at a local centre convenient for daily travel; only 25 per cent of the primary teachers and 20 per cent of the secondary teachers were unwilling or unable to do so. It appears that teachers were equally, or almost as willing to attend courses during the evenings, and for half-days at week-ends, provided these courses took place near to their homes.'

'Thus, the teachers' preferences were quite definite: they would like the bulk of in-service training to take place close to their own home or school, preferably during school hours, but failing that, at a convenient starting time after school, for a half day or full day at week-ends or for up to one week during vacations.'

Full-time secondment and release

'Only a minority of primary and secondary teachers were interested in one-term or one-year residential secondment—12-13 per cent of primary teachers, and 17-25 per cent of secondary teachers. But the percentage of teachers willing to be seconded to a centre convenient for daily commuting was multiplied by three or four for primary teachers, and by two or three for secondary teachers. This suggests that the chief provision for long-term secondment must be made locally if training is to be undertaken by the largest proportion of teachers.

'There is no evidence from the survey to show whether teachers preferred longer, continuous periods of training to a short course. But if it were decided that in-service train-

[1] Op. cit.

ing courses of longer duration than five days would be more effective than short courses, there is ample evidence from this survey to show that many teachers would be prepared to undertake longer training at a centre near to their homes.'

This analysis suggests that if the three counties considered are typical, and my personal experience leads me to believe that they may well be so, then the most urgent need for in-service training for language teachers would be for courses at local level and that it is for LEAs, institutes and colleges of education to act together and provide these with the help of language staff from universities.

Discussion

This session had a close concern for practicalities but began with a discussion on the need for in-service training. It was obvious that 'discovery methods' were not applicable to the learning of modern languages; that teachers need to have specific aims at various stages and that, if these aims are to be the framework of a reasoned and reasonable whole, teachers must be able to make a critical analysis of the necessity for, and the effectiveness of, what they are doing. It cannot be assumed that all teachers will retain the level of proficiency in the foreign language with which they started teaching; it is too easy for them to adopt a stereotype of the foreign language which becomes hallowed by a measure of successful examination results.

The usual answer to this problem is frequent trips abroad but the expense is often prohibitive for individual teachers. Another answer is post-to-post exchanges, possible in France, Germany and Spain for a year and in the former two for a term. The response to opportunities for such exchanges has been understandably disappointing: some teachers from overseas are shocked by the teaching load expected of them in Britain; subjects taught do not always fit the person-to-person exchange, with consequent dismay from headmasters and colleagues; when a post-to-post exchange is feasible, it is rarely possible to arrange a corresponding home-to-home exchange.

Solutions to these problems could be provided by those LEAs which are housing authorities holding a furnished house for the exchange teachers, by the granting of an equalisation or foreign service allowance, or in some cases, by recognition of the need for a two-homes allowance. Despite all these difficulties the conference agreed that residence abroad provided the best method of topping-up language proficiency.

Nevertheless it was recognised that for many teachers the desirable must be replaced by the possible and that in-service training within Britain, despite its

inability to give the feel of the life of a foreign country and the social changes there, is of great importance. It was feared that many teachers do not realise the inadequacy of their own performance in a foreign language, that, for example, few teachers of French in primary schools realise how much fluency is needed, because of the importance of the oral approach.

Various ways of emphasising the need for in-service training were considered : the Swedish system whereby a part of the teacher's year is set aside, by contract, for training; the fixing of a salary bar (as in the university scales) to be passed only after recognised further training; introduction of an in-service training element as one of the factors leading to graded posts and heads of department posts; the US credit system whereby further training counts for salary increments.

A problem of in-service training is to give teachers access to and ample time to study new teaching materials. Not all find it possible to visit such a centre as CILT and local provision seems limited to London (ILEA has two modern language centres), Keele, Leeds, Nottingham and York. It was strongly urged that each area should be served by a centre and that these should be established either by LEAs, using existing teachers' centres, or at universities or colleges of education with financial support from LEAs who should be prepared to pay teachers' travelling expenses to visit them. CILT, through its contacts with the Publishers' Association, might help in preparing standard lists of teaching and resource materials available for loan and display at short courses.

These centres should also have a more active role; the designing and devising of classroom tests to assess new material and syllabuses calls for team effort and in some places co-operation with research projects. Such co-operation had readily been given to the Schools Council Modern Languages Project in its work in the development of courses for the middle school. There was a precedent, too, in the Manchester School of Education scheme of 1965, the results of which will be incorporated in a Schools Council publication to be issued shortly.[1]

In-service training in such circumstances would do much to avoid the danger of teachers continuing to live on the academic hump which they developed at college or university and would not only give new ideas but would reinforce the robust empirical tradition of this country. It would also reassure those teachers troubled by the rumblings of research findings which seemed to question established principles.

[1] Rudd, W. G. A., editor, *CSE: a group study approach to research and development*. To be published by Evans/Methuen Educational for Schools Council, about July 1970. (Schools Council Examinations Bulletin 20.)

APPENDIX 1

Current research

The following extracts from CILT Research Register describe research in progress in Great Britain.

633 Miss J. Derrick, Institute of Education, University of Leeds, Leeds 2. *Associates:* 12 team members. *Sponsor:* Schools Council.

Schools Council project in English for immigrant children. This aims to produce materials for use with non-English speaking immigrant children in junior and secondary schools. Draft materials are evaluated by practising teachers, revised and prepared for publication. Introductory course for children 8-13 published *as Scope: Stage 1* (Books for Schools Ltd, 1969). Draft continuation materials for same age-group (*Stage 2*), and an introductory course for those aged 14-16 (*The senior course*) are being evaluated 1969-70. Materials for infants aged 5-7 are being prepared. Also in preparation: supplementary materials (readers, tapes) for pupils, and additional teacher material on aspects of language study. *Date begun:* September 1966. *Progress reported:* as above; an account of the project is given in Schools Council Working Paper no. 13, *English for the children of immigrants,* HMSO, 1967; for an account of the use of draft *Scope: Stage 1* materials, see 'Children who don't speak English', *Dialogue,* no. 1.

669 J. Wight, School of Education, University of Birmingham, PO Box 363, Birmingham 15. *Associates:* Professor J. M. Sinclair (Department of English), Professor P. H. Taylor (School of Education), principal co-ordinators; 3 other associates. *Sponsor:* Schools Council.

The teaching of English to West Indian children. The aim is to develop materials to help the teaching of English to West Indian children. Research into the linguistic, social and emotional problems of these children has been completed. The current stage of the project is the classroom-based development of materials suitable for use in younger multi-racial classes of urban junior schools, with the needs of West Indian children especially in mind. The materials have three principal objectives: (*a*) to increase the level of oral communication skill; (*b*) to increase the level of certain language-related cognitive skills; (*c*) to counter certain of the effects of Creole dialect interference. *Date begun:* October 1967. *Progress reported:* see *English for Immigrants,* vol. 2 no. 2, 1969, pp. 7-10.

690 D. C. Courts, St. Peter's College of Education, College Road, Saltley, Birmingham 8.

Linguistics in the training of teachers of English. Exploration of the relevance of linguistics to both main and curriculum courses in the college of education. In the first instance it is hoped to discover student reactions to the courses given and also to compare the work in this field being done in different colleges. The students involved are all training for teaching and include some of mature age. It is hoped that the work will result in the production of books designed specifically for this area of higher education. *Date begun :* 1967.

893 Miss E. M. Rudd, School of Education, University of Birmingham, PO Box 363, Birmingham 15. *Associates:* Professor J. M. Sinclair (Department of English), Professor P. H. Taylor (School of Education), project directors. *Sponsor :* Department of Education and Science, through Committee on Research and Development in Modern Languages.

Tests of English for immigrant children; stage 1 : development of a structure and criteria for the tests. Tests of English proficiency in selected areas of primary school activity are to be produced, for publication; stage 1 comprises (*a*) survey and study of previous and current work; (*b*) development of test specifications, including writing of trial items; (*c*) clarification and final blueprint. Stage 1 will take 1 year, and is to be followed by stage 2 (2 years), to be undertaken at the National Foundation for Educational Research : to devise, produce and validate a publishable battery of tests. *Date begun :* September 1969.

905 M. T. Coutin-Boppe, 34 Wilton Road, Edinburgh 9. (Research at : Department of Linguistics, University of Edinburgh, Adam Ferguson Building, George Square, Edinburgh EH8 9LL.)

An integrated approach to in-service training courses for primary teachers in the context of large-scale programmes with special reference to the Edinburgh French language programme. A study attempting to answer the following questions : (*a*) is the involvement of all the classroom teachers realistic? (*b*) what are the components of a selective staffing policy? (*c*) what is the minimum requirement for a teacher to teach a language? (*d*) how can satisfactory techniques of selection be developed? (*e*) what is the nature of an in-service course for non-specialist second-language teachers? (*f*) what is the content of such a course? its method? its techniques of implementation? The study is based on a report on a series of training courses, and use of a questionnaire and tests. For degree of PhD. *Date begun :* October 1967.

906 D. J. Dakin, Mulberry House, Chestnut Avenue, Guildford, Surrey. (Research at : Centre for Information on Language Teaching, State House, 63 High Holborn, London WC1.) *Sponsor :* Department of Education and Science, through Committee on Research and Development in Modern Languages.

Survey of the conduct and content of existing courses in English provided for immigrant teachers. The project involves making a detailed review of the materials and methods used to teach English at those university institutes and colleges of education providing special courses for immigrant teachers intending to teach in British schools. *Date begun :* November 1969.

907 J. Wilson, Department of Education in Tropical Areas, University of London Institute of Education, Malet Street, London WC1. *Associate:* K. Cripwell.

Research on the training of teachers of English as a second language by team teaching involving English language learning through all subjects of the curriculum by controlled language. Level : end of primary school and beginning of secondary school. *Date begun :* May 1967.

912 D. C. Oakley, 7 Windmill Avenue, Wokingham, Berkshire, RG11 2XA. (Research at : University of London Institute of Education, Malet Street, London WC1.)

The education and preparation of teachers in technical institutions in England and France. The study is being carried out with special reference to teachers of modern languages. For degree of MPhil. *Date begun :* 1967.

913 Professor A. Spicer, 72 Rawdon Road, Horsforth, Leeds. (Research at : University of York, King's Manor, York, YO1 2EP.) *Associates :* Professor D. C. Riddy (University of Essex), part-time investigator; Miss S. A. Bressey, part-time administrative assistant; Mrs C. Burstall (National Foundation for Educational Research), consultant. *Sponsor :* Department of Education and Science, through Committee on Research and Development in Modern Languages.

Survey of the initial training of teachers of modern foreign languages in colleges and departments of education. The aim is to provide (*a*) an objective summary of opinions, (*b*) factual information about resources and the content and organisation of courses, (*c*) descriptions of high-quality achievement and

significant developments. Questionnaires are being sent to colleges and departments and to recently trained teachers; these will be followed up by interviews with principals and heads of departments. Group interviews with foreign language staffs and recently trained teachers will also be arranged. A report will be prepared. *Date begun :* January 1970.

APPENDIX 2

Select bibliography

A short list of books and articles
relevant to the topic of the conference.

Adult Education, vol. 34 no. 5, 1962 : five articles on 'Modern languages in adult education'.

Bennett, W. A. : *Aspects of language and language teaching.* Cambridge University Press, Cambridge, 1968.

Brooks, Nelson : *Language and language learning: theory and practice.* 2nd edn. Harcourt, Brace & World, New York and Burlingame, 1964.

Cane, Brian : *In-service training: a study of teachers' views and preferences.* National Foundation for Educational Research, Slough, 1969. (Occasional Publication Series 22.)

Chomsky, Noam : 'Linguistic theory'. In : *Northeast Conference on the teaching of foreign languages, 1966.* MLA Materials Center, New York, 1966, pp. 43-9.

Community Relations Commission : *Education for a multi-cultural society: 1: syllabuses.* CRC, 1970.

Courts, Douglas C. : 'Linguistics in the college of education'. *Education for Teaching,* no. 75, 1968, pp. 65-9.

Ferguson, Charles A. : 'Applied linguistics'. In : *Northeast Conference on the teaching of foreign languages, 1966.* MLA Materials Center, New York, 1966, pp. 50-8.

Gefen, Raphael : 'Initial and in-service training for second language teaching in the primary school'. In : Stern, H.H., editor, *Languages and the young school child.* Oxford University Press, 1969, pp. 84-94. (Language and Language Learning 24.)

Gorosch, Max, Bernard Pottier and Donald C. Riddy : 'The teacher of modern languages and his training'. In : *Modern languages and the world of to-day.* AIDELA, Strasbourg, in association with Harrap, London, 1967, Ch. IV, 35-41. (Modern Languages in Europe, 3.)

Hagiwara, Michio P. : 'Training and supervision of college foreign language teachers'. *Foreign Language Annals,* vol. 3 no. 1, 1969, pp. 90-107.

Halliday, M. A. K. : 'General linguistics and its application to language teaching' (1960). In : McIntosh, Angus and M. A. K. Halliday, *Patterns of*

language. Longmans, 1966, pp. 1-41. (Longmans' Linguistics Library.) (Translated and adapted from: 'Linguistique générale et linguistique appliquée à l'enseignement des langues'. In: *Etudes de linguistique appliquée,* no. 1. Didier, Paris, 1962.)

Halliday, M. A. K., Angus McIntosh and Peter Strevens: *The linguistic sciences and language teaching.* Longmans, 1964. (Longmans' Linguistics Library.)

Hanzeli, Victor E.: 'Linguistics and the language teacher'. *Foreign Language Annals,* vol. 2 no. 1, 1968.

Hill, Peter: 'Linguistics *is* relevant'. *English for Immigrants,* no. 1, 1967, pp. 13-16.

Keller, R. E.: 'Linguistics and German language teaching'. *Bulletin of the John Rylands Library,* vol. 50 no. 1, 1967, pp. 83-102.

Lawton, Denis: *Social class, language and education.* Routledge and Kegan Paul, 1968. (International Library of Sociology and Social Reconstruction.)

Palmer, B. G., editor: *Modern languages in colleges of education: report of a conference organised jointly by the Department of Education and Science and the Modern Languages Section of the ATCDE.* ATCDE, 1966.

Perren, G. E., editor: *Teachers of English as a second language: their training and preparation.* Cambridge University Press, Cambridge, 1968.

Plastre, Guy: 'Spécialistes: en avant!' *Canadian Audio Visual Review,* vol. 3 no. 4, 1967, pp. 14-16.

Poth, Joseph: 'Les apports du circuit fermé de télévision à la formation pédagogique pratique des professeurs de langues appelés à l'utilisation des méthodes audio-visuelles'. *Revue de Phonétique Appliquée,* no. 11, 1969, pp. 13-29.

Rees, James E.: 'Technical training for language teachers'. *Visual Education,* January 1968, p. 9.

Sacks, Norman P.: 'Some aspects of the application of linguistics to the teaching of modern foreign languages'. *Modern Language Journal,* vol. 48 no. 1, pp. 7-17.

Stern, H. H.: 'Modern linguistics and the teaching of foreign languages'. *Educational Research,* vol. 7 no. 1, 1964, pp. 37-54.

Strevens, P. D.: *Papers in language and language teaching.* Oxford University Press, 1965. (Language and Language Learning 9.)

Wardhaugh, Ronald: 'Linguistics, psychology and pedagogy: trinity or unity?' *English Teachers' Magazine,* vol. 17 no. 5, 1968, pp. 36-40 and 30.

APPENDIX 3

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